DOCUMENT RESUME

ED 345 469 EC 301 231

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TITLE Developing Positive Attitudes about Disabilities.
PUB DATE 92
NOTE 42p.; The document was produced by the Claymont School, Ballwin, Missouri.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Attitude Change; *Disabilities; Elementary Secondary Education; Interpersonal Competence; Peer Acceptance; *Social Attitudes; *Teaching Methods; *Units of Study
IDENTIFIERS *Attitudes toward Disabled

ABSTRACT

This unit of study aims to help students understand that persons with disabilities are more alike than different from persons without disabilities, to help students appreciate that all people regardless of differences are valuable and worthwhile, to offer students hands-on activities to help them become sensitive to the differences in the lives of persons with disabilities, and to discuss aspects of the daily lives of persons with disabilities. The unit is divided into an introductory section and sections about people with mobility problems, visual impairments, hearing impairments, mental retardation and slow learning, and learning disabilities. Each section contains worksheets for students, resource lists of books and films, and sample teaching activities. (JDD)

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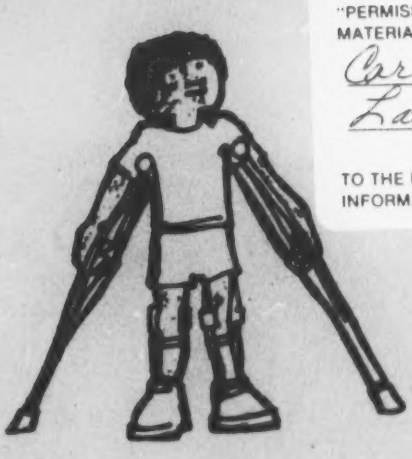
DEVELOPING A POSITIVE ATTITUDE ABOUT DISABILITIES



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DEVELOPING POSITIVE ATTITUDES ABOUT DISABILITIES

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Goals of Teaching Disability Awareness

1. To offer students hands-on activities to help them become sensitive to the differences in the lives of persons with disabilities.

2. To discuss aspects of the daily lives of persons with disabilities.

3. To help students understand that persons with disabilities are more like persons without disabilities than different from them.

4. To help students understand and appreciate that all people regardless of differences are valuable and worthwhile.

Introducing the Unit to the Students

When I hear the words

"Handicapped" or "Disabled"

I picture.....

Why are they disabled?

1. Maybe they were born with a disability.

2. Maybe they had an accident and were hurt.

3. Maybe they became very sick, and being sick made them disabled.

But remember, they are kids just like you. They like to play, work, and have friends just like you.

Let's Put PEOPLE FIRST

When we talk about disabilities, use the person first and then the disability.

People with disabilities are like everyone else - - except they happen to have a disability.

Let's practice . . . .

Just Say	Instead of
child with a disability	disabled or handicapped child
person with retardation	retard
person who uses a wheelchair	confined to a wheelchair
person who is hearing impaired	deaf and dumb person
person with epilepsy	epileptic
person who has a physical disability	crippled
person who is over-weight	fat

Let's emphasize a person's ABILITIES and STRENGTHS, not his or her limitations or weaknesses!!!!!

Name _____

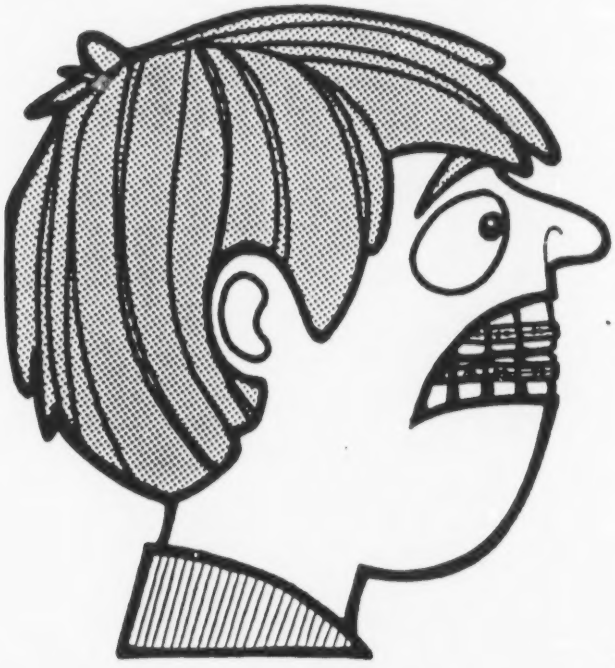
All People Have Feelings

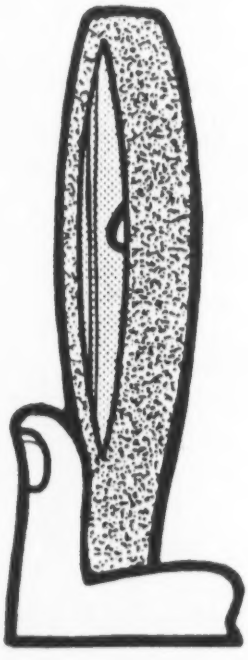
People come in different packages. They look different. Some of them are tall, and some are short. Some of them are fat, and some are thin. They have different abilities. Some of them are strong and well coordinated while others are weak and find physical tasks difficult. Some are able to sing well, throw a ball hard, or work math problems fast, while others cannot do any of these things.

All people have feelings. They are sensitive about how they look and about what they can do. They may feel bad if they look different from other people or if they cannot do what others are able to do. They may be hurt when other people point out their inabilities or make fun of them because of their appearance.

What things are you sensitive about? Put a check mark in the box beside each thing you don't want people to make fun of or tease *you* about.

- ☐ my name
- ☐ my athletic ability
- ☐ my big ears
- ☐ my big feet
- ☐ my blindness
- ☐ my bowlegs
- ☐ my braces
- ☐ my cane
- ☐ my clothes
- ☐ my complexion
- ☐ my coordination
- ☐ my sister/brother
- ☐ my mole
- ☐ my age
- ☐ my slowness in running
- ☐ my fingernails
- ☐ my freckles
- ☐ my glasses
- ☐ my grades
- ☐ my hair
- ☐ my hands
- ☐ my handwriting
- ☐ my height
- ☐ my knock-knees
- ☐ my laugh
- ☐ my musical ability
- ☐ my nearsightedness
- ☐ my nose
- ☐ my scar
- ☐ my shape
- ☐ my speech
- ☐ my teeth
- ☐ my voice





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When We Meet a Disabled Person . . . . . .

Directions: Write the words should or should not in the space by each situation:

_____ 1. stare at the person

_____ 2. be patient with the person

_____ 3. laugh with the person

_____ 4. laugh at the person

_____ 5. enjoy the person as a friend

_____ 6. be yourself

_____ 7. ignore the person

_____ 8. pity the person

_____ 9. help the person when he or she needs help

_____ 10. help the person with everything he or she does

_____ 11. treat just the same as other friends

_____ 12. be a friend

Resource List
Disabilities in General

Books

Adams, Pam, Who Cares About Disabled People?, Child's Play International, Ltd., Singapore, 1989.

Barnes, Ellen, Carol Berrigan, and Douglas Biklen, What's the Difference?, Human Policy Press, Syracuse, New York, 1978.

Kamien, Janet, What If You Couldn't . . . ?, A Book About Special Needs, Charles Scribner's Sons, 1979.

Konczal, Dee and Loretta Pesetski, We All Came in Different Packages, The Learning Words, Inc., Santa Barbara, California, 1983.

Films

It's Just Me - Mainstreaming Special Students in Regular Classes - Feelings Say It All - AIMS Media, Inc., Glendale, California

1. The Blind Child, 2. The Deaf Child, 3. The Learning Disabled Child

Understanding Differences - Learning Tree Films

1. I Can't Read, 2. People Say I'm Slow, 3. How Can You Run When You Can't Even Walk?

Learning About People Who Use Wheelchairs and/or Have Mobility Problems

Sample Activities to Use in Teaching About Physical Disabilities

1. Bring a sample of the various pieces of equipment that physically disabled people use to get around--for example, walkers, crutches, helmets, braces, artificial limbs, communication boards. Explain how each is used.

2. Ask a physical therapist and/or occupational therapist to speak to the students.

3. Ask an adult who has cerebral palsy to speak to the students.

4. Discuss the barriers that exist in your school building. Suggest adaptations that need to be made in the classroom and school if a student who uses a wheelchair enrolls.

5. Show movies about people with physical disabilities. (See resource list.)

6. Place socks on a student's hands and have child put on a shirt and button it. Discuss coordination problems and daily obstacles physically disabled persons experience.

West Speaks

People with physical handicaps aren't being treated fairly today. I know that because I'm one of them. But I think the reason that people treat us the way they do is because they just don't know us. It's not our fault we're like that. It just happened. Maybe we were in a bad accident or just born like that. Why should people make fun of that? Sure, some of us are physically disabled or mentally retarded (as some people seem to think I am). But why should that really affect what people think of us?

"Because you're weird and stupid!"

We're not weird. We're just not exactly like you. And stupid? I don't think so! One of us could be paralyzed from the neck down and still have the knowledge of Albert Einstein (who was thought to be retarded himself!).

"OK, but you're ugly too!"

Not all of us are "ugly". Physical disabilities can take many forms. They can take the form of an arm or leg that doesn't exactly work right, or a disfigured face, or a missing limb, or speech that's slurred beyond comprehension. Even a person that doesn't exactly walk normally (if they can walk at all). But it doesn't matter what our handicaps make us look like because we're exactly like you. We have the same thoughts and ideas. When you make fun of us it's like making fun of yourself. That might sound corny, but it's true. We have enough trouble trying to adapt to our handicaps without people calling attention to them. You might think that's cool, but then look at our side. We're hurt and humiliated while the other people are congratulating themselves.

There might be some stubborn people that will throw this thing in the trash can. But before they do they should stop and think about us. Now, I'm almost done with this long letter so I hope I've gotten my message through to you. I'm not asking you to justify our handicaps or give us sympathy. I'm just asking you not to mock a condition we have to live with every day of our lives.

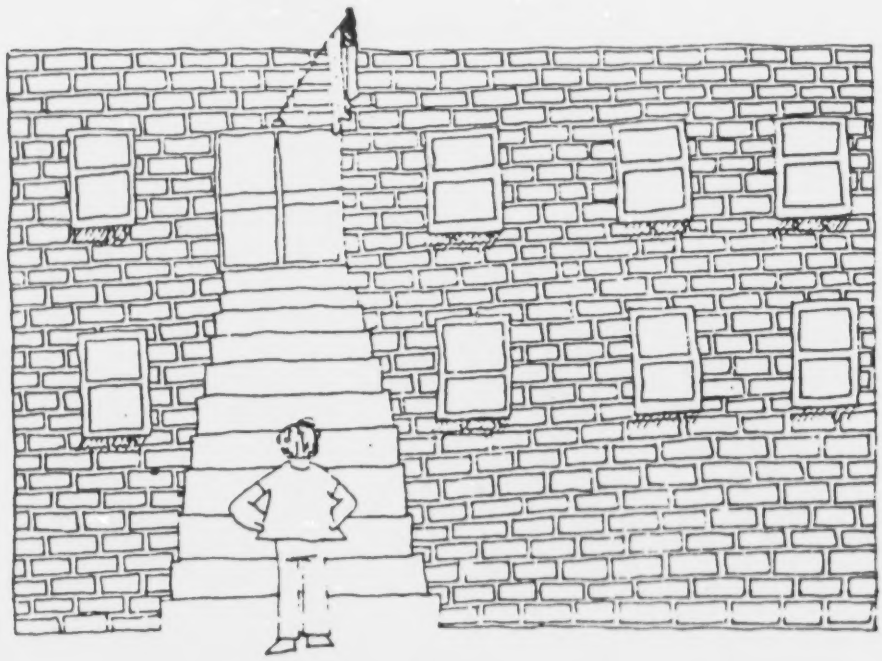
Mark J. Nettesheim

Is Our School Building Ready for Disabled People?

A barrier is something that makes it very difficult or impossible for a disabled person to get into or get around a building.

Check to see if Claymont has barriers like these:

	Barrier	No Barrier
1. If the main entrance has steps one must climb, that is a barrier.	_____	_____
2. If the door knobs of the doors are higher than 3 feet from the ground people in wheelchairs cannot reach them and that is a barrier.	_____	_____
3. If there are no parking spaces marked for disabled persons that is a barrier.	_____	_____
4. If the doorways to all bathrooms are not at least 33 inches wide that is a barrier.	_____	_____
5. Are the sinks low enough to be used by a person sitting in a chair? If not, that is a barrier.	_____	_____
6. Are there grab bars in the bathroom stalls so that people can lift themselves from a wheelchair to the toilet? If not, that is a barrier.	_____	_____



Film: A Day in the Life of Bonnie Consolo

1. What were you surprised to see that Bonnie Consolo could do?

_____

_____

_____

2. Finish this sentence:

If I had a physical disability I would want other children to

_____

_____

_____

Resource List
Physical Disabilities

Books

Stein, Sara Bonnett, About Handicaps, Walker and Company, New York, 1974.

Films

A Day in the Life of Bonnie Consolo

Keep on Walking - Available through The March of Dimes

The Same Inside - Available through The March of Dimes

Understanding Differences - How Can You Run When You Can't Even Walk? - Learning Tree Films

Learning About People Who Have Visual Impairments

Sample Activities to Use in Teaching About Blindness

1. Tell story of Louis Braille. Explain braille and how it works. Use a 6-hole cupcake tin and tennis balls to explain braille cell.

2. Invite someone from the local Society for the Blind and Visually Impaired to bring a blind person to school to speak to students.

3. Ask students to watch a movie with plastic Baggies taped across eyes. Discuss. Do blind people have better hearing than people who are not blind?

4. Trust walk. Divide students into pairs. One will be blind (blindfolds can be purchased from airlines) and the other a sighted guide. Demonstrate how to lead a blind person, how to help a blind person seat himself in a chair, how to pour liquids. Parents can make (un-iced!) cupcakes and assist in classroom. Stress that the guide should lead with words, not do everything for their partner. Pairs can walk to bathroom, wash hands, go back to classroom, sit down, unwrap and eat a cupcake with a fork, pour water from a small pitcher into a cup, and then throw away their trash. Partners switch roles and repeat. Discuss experience.

5. Bring braille books to class. (Some baseball teams have their schedules available in braille.)

6. Discuss appliances and aids blind persons use in daily living--for example, braille watch, plate, white cane, braille typewriter, labels for canned food, money organizers, clock, clothing tags.

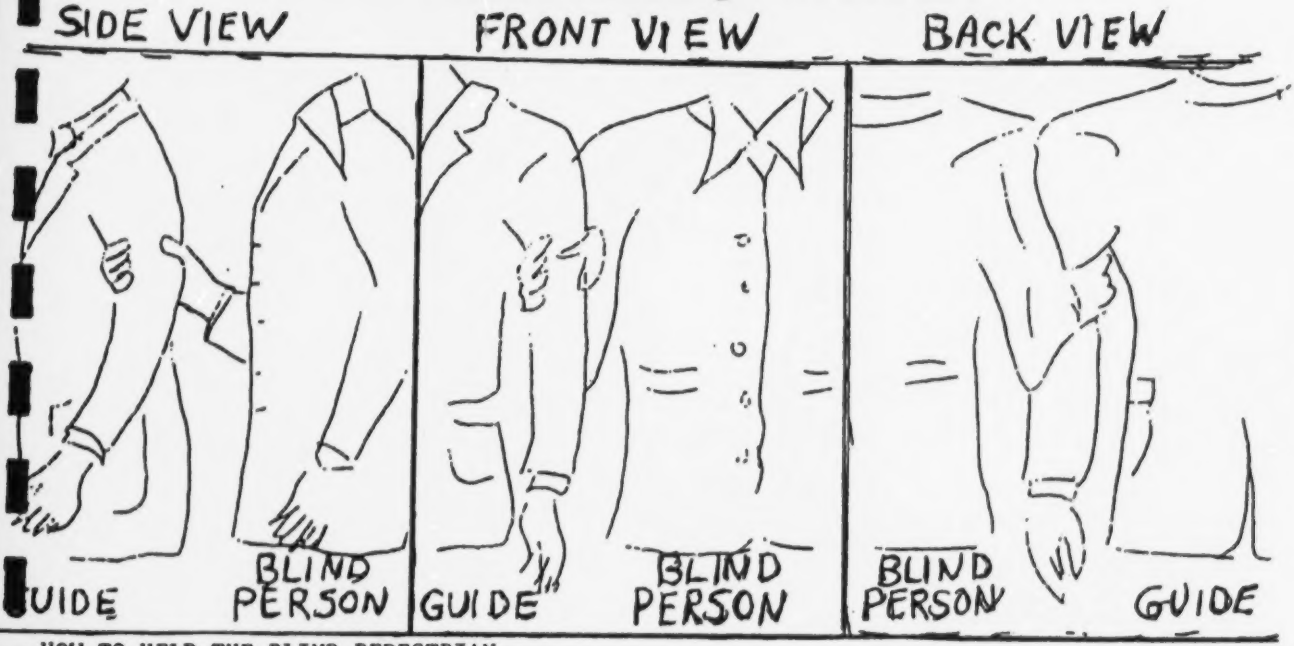
7. Discuss the use of seeing eye guide dogs.

8. Borrow vision simulators from Delta Gamma organization or other service agency.

9. Ask blindfolded kids to identify objects in bag--for example, bills, coins, records and tapes, crayons, spools of thread, canned foods, etc.

St. Louis Society for the Blind and Visually Impaired
7954 Big Bend Boulevard
Webster Groves, MO 63119
(314) 968-9000

THE HUMAN GUIDE TECHNIQUE
Arm and hand positions



HOW TO HELP THE BLIND PEDESTRIAN

The average person pays little attention to fellow pedestrians unless they do something unusual. A blind person walking a busy sidewalk and using a cane or a guide dog is not the usual pedestrian.

When a person sees a blind man or woman, he should not assume automatically that the blind person needs his help. Some blind people are completely independent travelers. Their very presence on the street usually indicates that they have a degree of confidence in their ability to travel without help.

If the blind person lingers for a long time at a busy intersection, however, or if he appears confused in the middle of a block, one should offer help. An offer of help is verbal. Any sighted person offering assistance should not grab the blind person and push or pull him toward his destination. After verbally offering to help, await the blind person's decision on whether or not he wants help. One should not insist on helping, nor should one be offended if the blind person decides to travel independently.

(over)

If the blind person wants help crossing a busy street, one should employ the sighted guide technique illustrated. The blind person takes the guide's arm (either arm) just above the elbow. Assuming this position, the blind person walks a safe half step behind and to the side of his sighted guide. The guide will see the open manhole, the banana peel, the oddly placed utility pole, etc., and side step these obstacles before the blind person reaches them. Walking slightly behind, the blind person has time to react to the slight change in direction and avoid the danger.

At times, a blind pedestrian may ask someone nearby for directions. Should you be that person, give directions that a blind person can follow. Unless he knows the neighborhood quite well, a blind man cannot follow the type of direction which tells him to "Go down there until you come to the five and ten, then turn left. The bank is across the street." He can, however, go two blocks in the direction he is traveling, find the five and ten on this side of the street and intersection, cross Market Street on the corner. But even if a blind person knows an area very well, he will not be helped by the information "over there" simply because he cannot see the hand pointing in that direction or the head inclining toward the opposite side of the street.

Contrary to the popular myth, most blind people do not count steps to their destination. They do use stationary reference points, such as a nearby mailbox.

Keeping in mind the sighted guide technique and the type of verbal directions a blind person can follow, a sighted person can make the blind person feel more comfortable and safer traveling in their own communities and in unfamiliar areas as well. These same basic principles apply when one is offering help within a large building. Accurate verbalization is often all that is needed.

See our "Hints for Helping a Blind Person"

WRITING IN BRAILLE

A Braille cell has six dots.

The dots are numbered like this

1 . . 4
2 . . 5
3 . . 6

Each different picture of the dots means a different letter. These are the 26 letters of the alphabet:

a- dot 1

b- dots 1, 2

c- dots 1, 4

d- dots 1, 4, 5

e- dots 1, 5

f- dots 1, 2, 4

g- dots 1, 2, 4, 5

h- dots 1, 2, 5

i- dots 2, 4

j- dots 2, 4, 5

k- dots 1, 3

l- dots 1, 2, 3

m- dots 1, 4, 3

n- dots 1, 4, 5, 3

o- dots 1, 3, 5

p- dots 1, 4, 2, 3

q- dots 1, 2, 3, 4, 5

r- dots 1, 2, 3, 5

s- dots 2, 3, 4

t- dots 2, 3, 4, 5

u- dots, 1, 3, 6

v- dots 1, 2, 3, 6

w- dots 2, 4, 5, 6

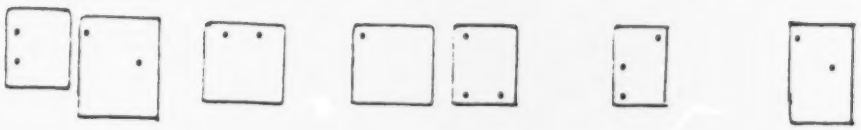
x- dots 1, 3, 4, 6

y- dots 1, 3, 4, 5, 6

z- dots 1. 3, 5, 6

Braille Riddles

1. Why are Saturday and Sunday the strongest days of the week?



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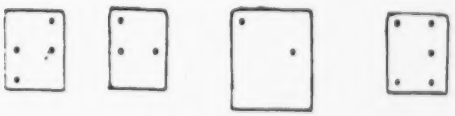
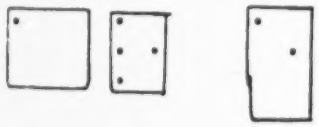
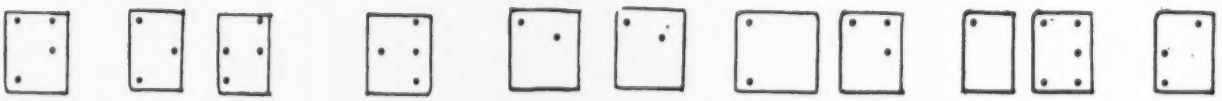


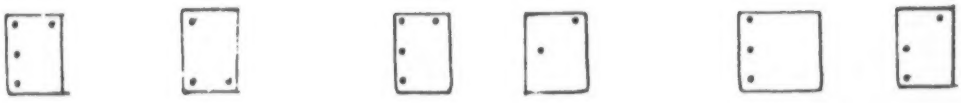


_____ _____



_____ _____

3. Why is an eye doctor like a teacher?



Resource List
Visual Impairments

Books

Davidson, Margaret, Louis Braille, Hastings House, New York, 1971.

MacLauchlan, Patricia, Through Grampa's Eyes, Harper & Row, New York, 1980.

Petersen, Palle, Sally Can't See, John Day Co., New York, 1976.

Reuter, Margaret, My Mother Is Blind, Children's Press, 1979.

Films

What Do You Do When You See a Blind Person? Available from the American Federation for the Blind, 15 W. 16th Street, New York, New York 10011.

The Blind Child in The Classroom - Feelings Say It All - AIMS filmstrips.

Learning About People Who Have Hearing Impairments

Sample Activities to Use in Teaching About Deafness

1. Teach difference between finger spelling and signing. Practice.

2. Ask a hearing itinerant/teacher to explain how she teaches deaf children.

3. Watch a short movie or cartoon with the sound turned off. Give a quiz about the movie. Watch it again with the sound on.

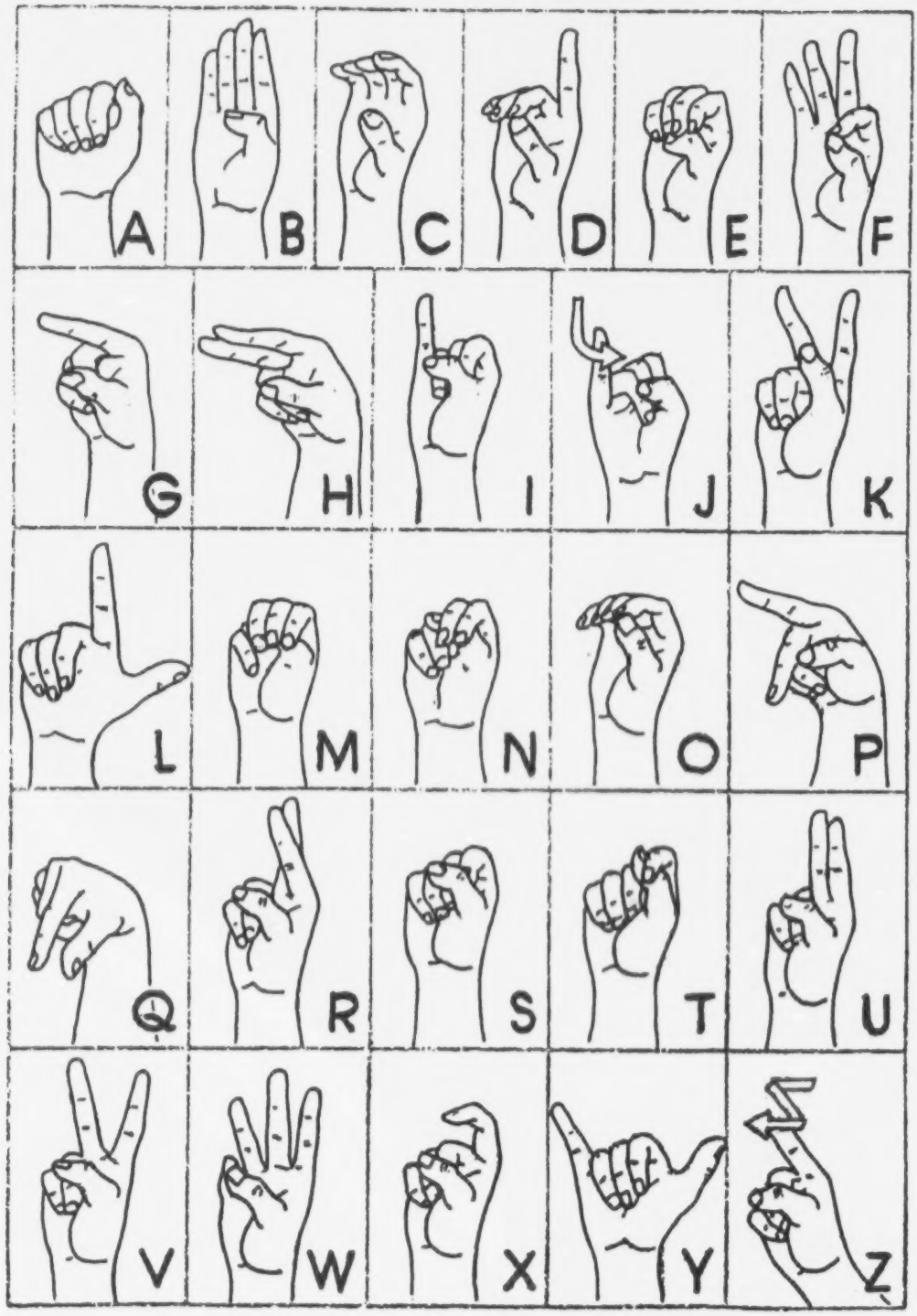
4. Bring hearing aids to class and have kids examine. These are available from a hearing aid dealer.

5. Have students practice lip-reading by reading each others' lips.

6. Ask someone who uses a TTY to bring and/or explain how it is used.

7. Discuss aids and appliances people who are deaf use in daily life--for example, vibrating alarm clock, light door bell, TTY telephone, closed-caption television shows, etc.

THE MANUAL ALPHABET



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Resource List
Hearing Impairments

Books

Charlip, Penny and Mary Beth Miller, Handtalk: An ABC of Finger Spelling and Signing Language, Parents' Magazine Press, New York, 1974.

Glazzard, Margaret, Meet Camille and Danille, They Are Special Persons, H & H Enterprises, Lawrence, Kansas, 1978.

Levine, Edna, Lisa and Her Soundless World, Human Sciences Press, New York, 1974.

Peterson, Jeanne, I Have a Sister, My Sister is Deaf, Harper and Row, New York, 1977.

Films

A Button in Her Ear, by Ada Litchfield, Whitman Co., Chicago, 1976.

Learning About People Who Have Mental Retardation and Are Slow To Learn

Sample Activities to Use in Teaching About Mental Retardation

1. Discuss what it means to be retarded and slow at learning in every aspect of life.

2. Ask students to write a sentence in which every word has two syllables. Discuss how it would feel if they always had to work this hard on tasks.

3. Read books/show films about children who have mental retardation. (See resource list.)

4. Explain Down's Syndrome.

5. Give students a list of ten simple directions at one time--for example, stand up, put your hands on your waist, close your eyes, touch your toes, open your eyes, raise your hand. Discuss how it feels to be confused and overwhelmed.

6. Try to find a guest speaker (perhaps a parent of a child who has mental retardation) to come speak to the students about her child.

Resource List
Mental Retardation

Books

Brightman, Alan, Like Me, Little, Brown and Company, Boston, 1976.

Sobol, Harriet, My Brother Steven is Retarded, MacMillan Co., New York, 1977.

Films

A Dream to Grow On - Available through the Association for Retarded Citizens (features the Special Olympics)

People Say I'm Slow - Learning Tree Films

Learning About People Who Are Learning Disabled

Sample Activities to Use in Teaching About Learning Disabilities

1. Discuss what it means to be learning disabled. Brainstorm possible problems for students in school. Explain difference between acuity difficulties and perceptual difficulties.

2. Tell a story about a learning disabled child getting across strengths, weaknesses, feelings about his/her disability, career possibilities, help available, etc. Example: boy who loves animals, knows how to take of them, loves art, difficulty reading and spelling, enjoys sports, difficulty following directions.

3. Mirror writing activity. Children try to follow a path only by looking in a mirror held up to the paper.

4. Try to interpret poems or paragraphs written with backwards and upside down letters and incomplete sentences.

5. Read books/show films about children who have learning difficulties. (See resource list.)

Understanding Differences

1. I bet the boys will play their best today.

I det the doys will qlay their dest tobay.

---

2. I was looking out the window at you.

I saw looking tuo the winuod at you.

---

3. Dear Mother,

Started the Store several weeks. I have growed a lot. I don't look much like a Boy now — Hows all the folk did you receive a Box of Books from Memphis that he promised to send them - language - Your son Al —

CHANGES

Changes are all aronub us,
Changes are a dart of life,
Changes are a bart of promiup.

Just lookat hom a sa bling dscomes a tree,
Aub in-ng fall, th e lsanse turu all
bifferent colors.

Reb. scib, awder, dromn, orauge-anb yellom.

Even thongh they're different colors,
Thsyar e all dart of ous tree,
Aub deautifnl togsther.

Aub so too, it is with psodle,
We are boru, aub we grom intoabults
Whoare all different, put are all dart
of the saws fawily.

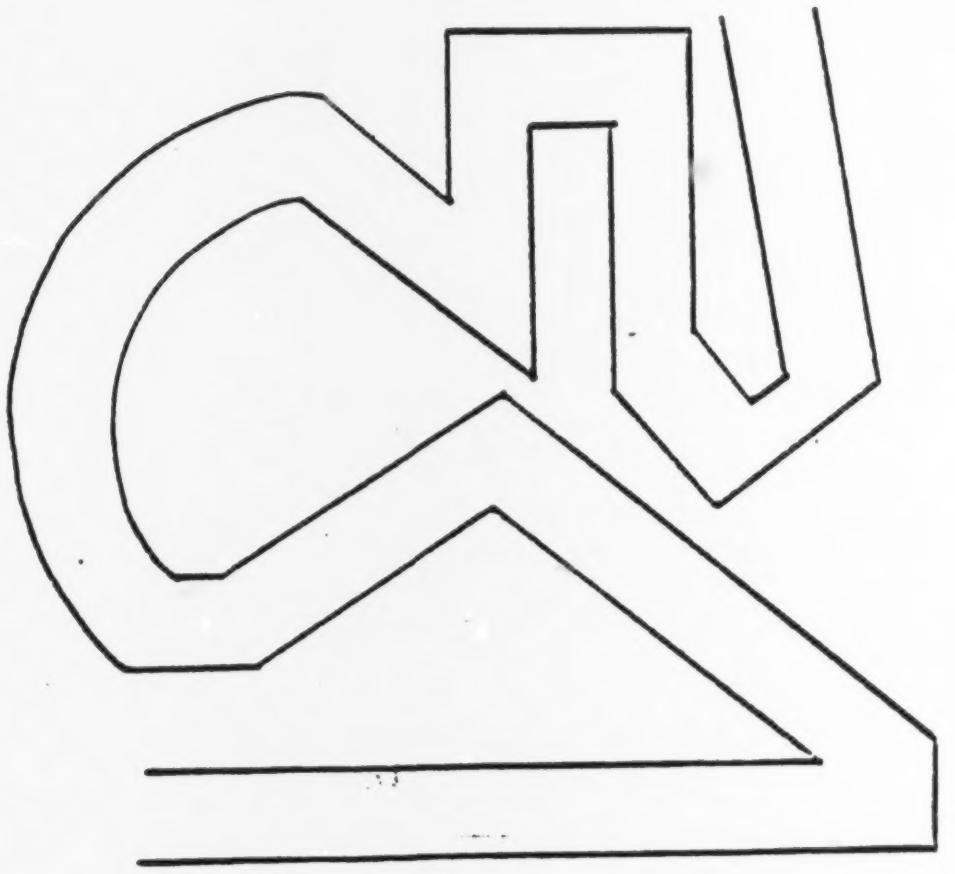
If ouly wecoulb juet dlend harmoniouely
Like the lsanse oy the tree.
Well, tnere's still roow forchaupe.

by Jane Brucker

MIRROR MAZE

Place the mirror on the line.
Draw a line thr ugh the maze by oking
at the mirror, not at your hand or the page.
Try to write your name.

NAME: _____



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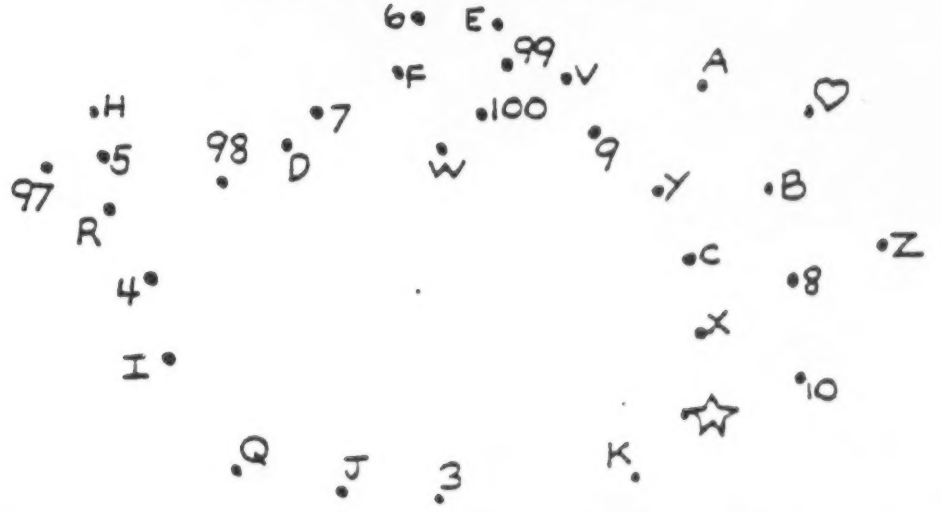
Making Connections



Connect the dots on this picture while listening to the first part of the tape. This is how a classroom might sound to someone who has trouble ignoring background noises.

Connect the dots again while listening to the second part of the tape. This is how a classroom would sound if you didn't have a listening problem

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Resource List
Learning Disabilities

Books

Fisher, Gary and Cummings, Rhoda, The Survival Guide for Kids with LD, Free Spirit Publishing, Minneapolis, 1990.

Gehret, Jeanne, The Don't Give Up Kid, Verbal Images Press, 1990.

Kamien, Janet, What If You Couldn't . . . ?, A Book About Special Needs, Charles Scribner's Sons, 1979.

Schwarz, Judy, Another Door to Learning: True Stories of Learning Disabled Children and Adults, Continuum Press, 1992.

Films

I Can't Read - Learning Tree Films

Children with Disabilities

I think it is important because children make fun of children with disabilities. I don't think that is right because they are just as good as anybody else. They should be treated the same as everybody else. This program is also good because it teaches you how to treat children with disabilities and that they might not be able to do some things you can but they are still just like you. Children with disbilities like you to play with them just like you like to play with your other friends. There are many kinds of disabilities like being blind or deaf or being in a wheelchair because you are not strong enough to walk. Those are just some disabilities.

Angela Barry
Mar. 11, 1992

Disabilities

We learn about people with disabilities and that are handicapped because they are unable to do what we do. It is important to take care of them. We all have to make sure that they're not left out of any thing the other kids do. Not just the people who work with them. We have to make shure they don't get hurt. They are just like us. They're not different than us. Some people think that it matters what they look like. But it doesn't. It matters what they fell like on the inside. We learn about these people because we need to be more nice and helpful to these people. Don't make them feel bad by calling them names.

Tressa Pecher

March 11, 1992

Disabilities

I think it's important to learn about disabilities because you will learn how some people that are disabled feel. You also learn how disabled people get around and the way that they learn. It also teaches you that being disabled doesn't mean that youre different from other people.

Erin Gibson
March 5, 1992